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NEW YORK



SCHOOL

JOURNAL

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PENNSYLVANIA STATE TEACHERS' ASSOCIATION CONTINUED.

SECOND DAY—MORNING SESSION CONTINUED.

The following is the full report read by Professor O. A. Newpher at the Convention, which gave rise to the discussion of which in our report of last week we gave a synopsis:

Board of Examiners.—Professor O. A. Newpher submitted the following report relative to the appointment of a State Board of Examiners:

"A State Board of Examiners and State Aid to Permanent Teachers.

"First. There shall be a State Board of Examiners, consisting of three persons, to be appointed or elected as follows, viz.: One shall be appointed by the State Superintendent of Common Schools; one shall be elected by the principals of the State Normal Schools; and one shall be elected by the State Teachers' Association. The persons so elected shall be duly commissioned by the State Superintendent of Common Schools; they shall hold office three years, and shall receive a salary of — dollars for each day actually employed, including the requisite time and expense of traveling.

"Second. It shall be the duty of the said State Board of Examiners, or a majority of them, to meet in each Normal School district once in each year, at some place and time to be designated by the said Superintendent of Common Schools, and there and then, in connection with and by the assistance of such borough, city or county superintendents as the State Superintendent shall designate, to constitute a committee to examine all persons applying to them for examination. The standard of qualification and proficiency required of all persons examined shall be the same as that adopted by the State Normal Schools for graduation therein.

"Third. It shall be the duty of said committee to give each person applying to them a fair and impartial examination, and thereafter to submit the character, merits, qualifications and proficiency of each person so examined to a vote of the committee, who shall, by a vote of the majority, elect or reject each person so examined.

"Fourth. It shall be the duty of said State Board of Examiners to grant to all persons who shall have been duly elected by the said committee, and who shall produce satisfactory evidence from the borough, city or county superintendent, or from the board or boards of directors, comptrollers, trustees or other authorities of schools under whose jurisdiction they may have taught, certifying that the said applicant is of good moral character, and has within the next preceding two years efficiently and satisfactorily in some school or schools under their supervision or control, a diploma setting forth all the branches of study in which the person therein named has been examined, and which diploma shall be denominated the 'State diploma,' and its possession shall exempt the holder thereof from all future examination for any position of teacher or superintendent of any of the schools of the State.

"Fifth. It shall also be the duty of said State Board of Examiners to grant to all persons who shall have been duly elected by said committee, and who shall produce like evidence of moral character, but who have not taught within the next preceding two years, a certificate setting forth in like manner all the branches of study in which the person therein named has been examined, which certificate shall be denominated the 'State certificate,' and the possession of which shall exempt the holder thereof from examination for the next succeeding two years for any position as teacher or superintendent of any of the schools of the State. After the said two years shall have elapsed, or the greater part thereof, if the said holder of said 'State certificate' shall give like satisfactory evidence before mentioned required for the 'State diploma,' he or she shall, in lieu of said 'State certificate,' receive the 'State diploma,' and thereafter enjoy all the immunities it gives.

"Sixth. Every person now holding a valid certificate or diploma from a State normal school, or certificate or diploma of equal import, shall, upon application to said State Board of Examiners, receive in lieu thereof a 'State diploma.'

"Seventh. All boards of directors, controllers, trustees or authorities of any school or schools, who shall employ any person or persons holding such 'State certificate' or 'State diploma' to teach, supervise or superintend any school or schools, or in

any institution of learning, in any district, borough or city, shall make known the same, together with the number of months and years each such person has been employed in said school or schools, to the State Superintendent of Common Schools.

"Eighth. The State Superintendent of Common Schools shall set apart from the gross amount of money annually appropriated to school purposes, before any part thereof is otherwise assigned or distributed, a separate part thereof sufficiently large to pay to each district, borough or city, or to any institution of learning that employs without examination any person holding such 'State certificate' or 'State diploma,' to teach, supervise or superintend any school or schools, the sum of — dollars per month for the first year, and the sum of — dollars per month for each succeeding year for every person so employed in the schools thereof, provided that the number of months allowed for each such teacher be not more than ten in each year."

Mr. Shippen moved that a committee of five be appointed to report as to the need of a superintendent of schools. Adopted.

Professor Park, of Philadelphia, moved the appointment of a committee of five to report to the next Convention on the subject of compulsory education. Adopted.

The following nominations were then made for officers:

For President.—W. W. Woodward, of Bucks Co.; A. T. Douthett, Allegheny; Geo. J. Luckey, Pittsburgh; Edward Giddens, Philadelphia.

Vice-Presidents.—(One male and one female to be elected.) Mary Dunn, Philadelphia; Mary Johnson, Philadelphia; M. Ganz, Newcastle; S. B. Hixey, York.

Secretary.—Professor J. P. M. Caskey.

Treasurer.—Professor D. S. Burns.

Ticket Agent.—J. F. Sichel.

Executive Committee.—(5 members.) Geo. W. Shock, Philadelphia; H. S. Jones, Erie; J. B. Johnson, Cameron; R. D. Taylor, Beaver; B. P. Shaub, Lancaster; Prof. S. S. Horton, Williamsport; Jesse Newlin, Schuylkill; Chas. H. Venill, Tioga; H. B. Whittington, Philadelphia; J. C. Graham, Crawford; Dr. Hayes, Washington and Jefferson College; Wm. H. Shelly, York.

Messrs. Jones, Taylor and Hayes with drew their names from the contest.

Enrolling Committee.—(five members.)—Isaac S. Geiss, Lancaster; George H. F. Sout, Philadelphia; E. J. Young, Lehigh; F. F. Christine, Philadelphia; J. F. Davis, Lycoming.

The by-laws were read for the information of members, and the session closed with variations on the harp on the theme of "Home, Sweet Home."

SECOND DAY—EVENING SESSION.

After a song by the Mennerchor, an elaborate paper was read by Rev. J. K. Loos, ex-Superintendent of Bethlehem, on "Rigidity in our Common Schools." He claimed that all the best methods of education rested on a religious basis. In classic days the hymns to the gods were part of the main teaching, and in the middle ages the religious houses were the centres of instruction.

He alluded to the active struggle now going on for the divorce of the school from the church. Modern infidelity, he said, had invaded this country, and the only salvation was in the religious training of our school children. Many religious people opposed religion in the schools for various causes, among which were sectarian feelings and a fear that the child might be biased in favor of some one or other denomination. These were joined by the whole army of infidels and free-thinkers. He cited the instances in which the laws acknowledged the Christian religion, such as the appointment of Congressional, military and naval chaplains, the furnishing of Bibles to prisoners in the jails and penitentiaries, the acknowledgment of God in the oaths taken in courts of justice.

The speaker urged the great importance of the subject. He said they ought not to cease to teach religion because a few persons are opposed to it. "Shall the sun cease to shine because there are eyes too weak to look on it?" They would have to be very careful lest in backing away from the Church they slipped into the gulf of infidelity. If true learning is to be gotten, it must come with the blessing of God, and the religion of Jesus Christ is the religion for the school and college as well as the Church and the death-bed. He thought that it was not too much to ask the reading of the Bible, singing of hymns, and prayer, at the opening and closing of school. He also favored the teaching in the schools of the Apostles' Creed, the Lord's Prayer, the Ten Commandments, the Beatitudes, the

best known of the Psalms and other portions of the Bible, as regular lessons.

Superintendent Luckey, of Pittsburgh, offered the following resolution:

"Resolved, That a committee of five be appointed to draft a bill, to be presented to the Legislature at its next session, requiring a census of all the children in the State, so that it might be ascertained how many children there are in the State who are not attending school, that are unemployed in some useful occupation."

"What hath the angels written?" a poem composed and delivered by Mrs. F. S. Nash, was next in order, and received a fair round of applause.

The Young Mennerchor then sang the "Wanderer's Night Song," which was finely rendered, and was enthusiastically encored by the audience.

On motion, it was resolved that distinguished friends of education from different States be invited to address the convention before it adjourned.

The "Benefits of Superintendency" being called up, in place of Prof. J. L. Pickard, ex-Gov. Pollock was called on to open the discussion. He had always regarded this a feature of the utmost importance. In 1854 this object was first brought forward in the Legislature and brought upon it, not only the natural hostility to an untried system, but the lurking hostility to public education itself. He, as Governor, had met, directly after the passage of the act creating the system, the constant opposition of many leading men in the community, and had perhaps gone a little beyond propriety in announcing to a convention like this that the Legislature could not repeal that law except by a two-thirds vote. He did not regret to-day the stand he then took. Philadelphia had a Board of Control in place of a superintendent. He confessed to a feeling that the schools should be directed by a single mind responsible for their good conduct. He congratulated Philadelphia, notwithstanding, on the success of its schools. He congratulated all on the success of the normal schools, on the improvement of methods, on the substitution of love and duty for the rod.

They had the normal schools; they had ladies capable of taking charge of any school. The Superintendent of Chester County was a lady, receiving for the same services the same pay as her predecessor.

There never was a period when the responsibilities were greater. The age moved fast. Teachers had not time to grow old. They must be with the age—more than that, ahead of it. The teacher's office was honorable; its professors must be equal to it, and forward and ahead of the rest of the community, or fall hopelessly behind its respect.

Mr. Wickersham was called on on the same subject, and stated that he was among the first of the superintendents elected, and the present superintendents had little idea of their early struggles. The very next Legislature had a majority for repeal of the law creating the system, and he remembered the convention of superintendents that first year, and how he had personally worked with the Legislature to give the superintendents a fair trial for at least one year, and how the last speaker had reassured them by his assurance that if he could secure it they should have such a trial. But there was another one who was earnest and a leader at that time, for whom he yielded, the first State Superintendent, Henry C. Hickok.

The chairman introduced as a break in the discussion Miss Susan B. Buckley, who gave a most amusing recitation, interspersed with some extraordinary musical parodies, touching not only Grant and Greeley and every other man, but local matters, children's matters, street cries and every other conceivable matter.

Mr. G. H. Davis, who had been threatened with being cut off for want of time, was, by general request, called on to deliver a speech on his subject of Sunny Teaching. He called attention to the many lovely, sunlit things of the world which he loved; he knew not why, nor why he loved children, and loved the mother who had left him, but still beckoned him to the land of eternal sunshine. So he loved children in their plays, their romps, their teases, as he loved his mother. He would rather leave life with their sorrow for his departure than amid the booming of cannon. They, like flowers, were part of the sunshine. He went on at some length to speak of the silent, energetic, creative power of the sunshine. It was necessary to children. Those who lived on it in the greenness of the country or the dirt of the city gutter grew up a strong and healthy

while the more-cared-for children of the nursery pined and grew weak. Like caged birds and hot-house flowers they were too weak for the time of trial. He urged on every teacher to bring sunshine, brightness and cheeriness into the class-room. They were more effective than ridicule or severity. The dance, the duellist, the idler could often be affected by a smile where he had been powerless. He still remembered his own school days, how bitter the feelings, how dogged the determination to ward some teachers, and how different the feeling to others. The scholar was not an enemy, the class-room not a battle-field. The scholar was an embryo man; his teacher should be his best friend.

Not that the class-room was a place for merriment or jokes. He agreed that the class-room was for discipline, but he found the best discipline among his sunny friends and not among the bears whose surliness was generally useless for their own wishes, unless they wished unhappiness.

This world was not a waste wilderness, but God's acre full of flowers; not a waste of tears except to those who wished it so. It was a bright and beautiful world, full of good, of heroes, and sunny with God's light.

They could not always praise, but let their praise be frequent, and even when blame was necessary let it be mixed with such praise as would not prevent the effect of their medicine; let these bitter pills reach the disease, but be sugar-coated.

The teacher's work was not mercenary, not so much or rather so little work for so much money; it was a higher, nobler work to form minds—almost to create men. And for this they should have bright faces, bright smiles and sunny hearts. He contrasted the bitterness of the elder systems of teaching, and their sternness, repression and iron discipline, with the present system which a still was but the dawn of the future day.

But to aid in this sunniness of school teaching he would have a sunniness of school buildings—a bright, pleasant house, surrounded with flowers and pleasant lawns, with bright colors inside, handsome architectural exterior, gymnasiums and celluloseums, so that the house itself should be attractive. These ideas may be utopian, but he believed would be attained in this century.

At any rate he wished to fight for the happiness of the children. He did not believe the school days were the happiest. Their troubles might be small, but they had but the tin sword of the toy-shops to fight against them. Let their pleasure be an object to the teacher. So would the teacher best reap that happiness which comes from a life well spent.

Mr. Davis, in an eloquent peroration, appealed to the teachers to make this their aim.

The discussion was then resumed and Mr. Hickok spoke, expressing his regret that the programme had not been carried out. He had not desired to speak himself, but he thought this question was the all-important question here and that it should have received full attention. On account of the lateness of the hour he could not speak fully on it now and satisfactorily.

Mrs. Randall Dahl then gave a recitation and the session adjourned.

THIRD AND LAST DAY—MORNING SESSION.

The morning session was called to order by President Housck and was opened with prayer by Dr. Valentine, President of the Pennsylvania College at Gettysburg.

The report of the Special Committee on the History of the Association was postponed owing to the illness of Prof. J. L. Harrison, chairman of the committee, and the committee continued.

Professor Luckey, of Pittsburgh, withdrew his name from the contest for the presidency, and was put in nomination for the executive committee.

A verbal report was made by Professor W. H. Parker, of Philadelphia, from the Committee on Centennial Celebration, that owing to the failure of action by Congress on this matter, they had not been able to form a definite plan. The action of Congress would largely determine their course in regard to what they would recommend.

In this connection it was stated that they hoped to have a very large celebration, not only of teachers, but of scholars, such a meeting as could not be accommodated in the Academy, holding though it did three thousand persons, but in a building which would probably be erected for the purposes of the centennial, and the use of which they hoped to procure, and that it they expected to show, not only by teachers, but by their living work, the

advance that had been made in education in the century.

Mr. Edward Shippen then presented the following:

"Whereas, The various nations of the earth will be represented in this city on the 4th of July, 1876, and at the United States Exposition then and here to be held, it seems most fitting that the occasion be utilized in the service of education, not only for ourselves, but for those who seek the basis of our national happiness, progress and wealth; therefore

"Resolved, That a committee be heretofore appointed shall confer with the commissioners appointed by the general government, to report at the next convention how and in what manner the cause of public education may be best represented at the Centennial Celebration and Exposition, and how and in what manner the progress, practical working and success of the cause shall be made manifest to those who shall be the nation's guests under Pennsylvania and Philadelphia's immediate hospitalities.

"Resolved, That said committee be requested also to confer with the Board of Education of Philadelphia in respect to the best plan by which the visitors may have an opportunity of witnessing our educational system and progress, and that said board be requested to appoint a committee to unite with a similar committee of this association, to aid in whatever action may hereafter be determined upon in relation to the subject-matter of these resolutions."

Agreed to.

Professor E. Vodge, of Philadelphia, offered the following:

"Resolved, That a committee of three be appointed to inquire into the expediency of obtaining State aid for the support of high schools, devise a plan for securing this object, and report the same at the next meeting of this association."

Agreed to.

A motion was made and carried that the matter of a board of examiners be referred to a committee, with instructions to report to the next Legislature, but at the evening session it was so amended as to require the committee to report on it to the next Convention.

The following gentlemen were appointed tellers to conduct the election of officers for the ensuing year: Messrs. Ingraham, Walker, Johnson, Horton and Holford.

Superintendent Luckey, of Pittsburgh, offered the following resolution, which was on motion adopted:

"Resolved, That the Legislature be petitioned to have the election laws in the State so changed that the election for school directors shall take place in the month of May, and separate from any general election."

Professor Allen, of Tioga, offered the following resolution, which was adopted:

"That in all future meetings of the association all papers be limited to fifteen minutes, and all addresses to thirty minutes."

The Convention then proceeded to ballot for members.

Mr. George P. Baird, of Missouri, and Miss Lucetta Mott were elected honorary members of the body.

Superintendent Luckey, of Pittsburgh, moved that when the Convention adjourns, it adjourn to meet in Erie at the call of the Executive Committee.

A discussion on co-education of the sexes in the American colleges was then opened by Professor E. H. Magill, President of Strathmore College, where the experiment has been tried. He urged strongly the co-education of the sexes, that it was right and natural, and that the competition between the sexes in the pursuit of knowledge had a beneficial effect on both in developing the mind, and besides that many of the social defects of our young men and women can be traced directly to the separation of the sexes while pursuing their studies, and made an elaborate argument refuting the idea that women are not able to grasp the sciences and the higher mathematics, and stated that the reason we have not more learned women was because they have been denied the opportunity.

He cited in favor of his views the presidents of Oberlin and Antioch colleges and many other leading educators, and appealed to his own experience.

Mr. Ganz, of Newcastle, with twenty years of experience in the co-education of the sexes, had known no evil to result, but had known of much good.

Professor Parker, of Philadelphia, urged the reasonableness of it, appealing to the family and to society, and was sure that with proper safeguards no harm could ensue, but much good.

Professor Brooks expressed his surprise at the general conversion, and that there

was no one to take the negative, and believed that the doctrine was so far advanced that soon the day was not far distant when Yale and Harvard would open their doors to both sexes alike.

Mrs. Lucretia Mott came forward and was received with marked applause, and spoke of her interest in the education of women for half a century and her right to speak in this matter, since her own grandchildren were being educated in Strathmore. Though she came from New England, her dearest interests were with Philadelphia, where, perhaps on account of the Quaker element, conservative in all other things, but in its social policy and religious organization always admitting women to the same platform, the right of women had been more generously recognized. She called attention to the many paths which had already been opened to women in schools and shops and in the professions, and claiming that in all of them, in industry, in application, and in intelligence, she was the equal of man, demanded for her equal education and the same advantages to fit her for her proper sphere.

The thanks of the association were tendered to her.

Rev. Mr. Ehrenfeld, while in favor of a higher education for women, thought this could be better accomplished by educating the sexes separately.

Dr. Smiley of Pottsville, Miss Martha Schofield and Professor Allen of Girard College, all spoke in favor of the equal education of women.

Professor Wickersham stated that eighteen years ago in 1854 when the association met at Pottsville he had presented a report on this subject favoring coeducation. At that time, after a discussion occupying almost the whole day, the convention negatived the proposal by a very large majority. There had been a very great change since then in public sentiment, and now the principle was indorsed by the unanimous or nearly unanimous opinion of the whole body. He therefore moved, he believed, was the proper way, that the action of the association of eighteen years ago on this subject be reconsidered.

The motion was adopted unanimously. A motion that the coeducation of the sexes be approved by the meeting was also passed without a dissenting voice, and the session adjourned.

EVENING SESSION.

The afternoon was given to a trip up the Delaware; but a thunder-storm on the river so delayed the return that it was nearly nine o'clock when the Convention reassembled, and there was a marked falling off in the attendance.

The session was opened by song from the young Mannerheim.

Prof. Louis desired to pay a tribute to Prof. James F. Sickle for the work that he had done for the association throughout the long summer, and moved the appointment of a committee of three to prepare a testimonial for him.

Professor Wickersham did not like this form of thanks. Without denying their obligations to Mr. Sickle, it would introduce a bad precedent, and there would be too many to whom testimonials would be voted.

Professor Louis' motion was lost.

Professor Wickersham then moved the thanks of the Convention to Prof. James Sickle, which was unanimously adopted.

A vote of thanks was also given to Jean Louis for the excellent music he had provided.

Professor Brooks stated that their necrology for the year included but one, Professor John G. Moore, and moved resolutions of respect to him and sympathy with his relatives and friends. Adopted.

The report of the Auditing Committee was read, showing

A balance, August 15, 1871.....	\$257 81
Receipts from enrollment fees received at Williamsport.....	298 00
Total.....	\$555 81
Expenses to July 30.....	249 26
Balance in Treasury.....	\$306 55

The Committee on Elections then reported the following ticket elected for the ensuing year:

President—Edward Gideon, Philadelphia.

Vice-Presidents—Mary Dunn, Philadelphia; Dr. George Hayes, President Washington Jefferson College.

Secretary—J. P. McCaskey, Lancaster.

Treasurer—D. S. Burns, Dauphin County.

Railroad Ticket Agent—Joseph F. Sickle, Philadelphia.

Executive Committee—G. W. Shock, Philadelphia; B. F. Shaub, Lancaster County; Chas. H. Verrill, Tioga County; Jesse Newlin, Schuylkill County; W. H. Shelley, York County.

Enrolling Committee—L. S. Geist, Lancaster County; G. H. Stout, Philadelphia; E. J. Young, Lehigh County; F. F. Christine, Philadelphia; John F. Davis, Lycoming County.

Hon. B. G. Northrop delivered an extemporaneous address on what was to be learned from the schools of Europe, the substance of which has been already given in our columns.

At the close of his address, Prof. Jean Louis sang, and on an encore gave another song.

The chair appointed in part the Committee on a Monument to the Educators of the State, one from each county and five from Philadelphia.

The committee so far as named was as follows:

Adams—Miss Emma Warren.
Alleghany—Miss Jennie Helston.
Armstrong—Hugh McCandless.
Beaver—Rev. Mr. Taylor.
Berks—Jno. A. Stewart.
Bradford—W. H. Thompson.
Bucks—Mr. Seal.

Cambria—Geo. Marsden.
Cameron—J. B. Johnson.
Carbon—R. F. Hoffer.
Chester—Dr. Taylor.

Clearfield—Mrs. Hattie Sirun.
Clinton—A. W. Raub.

Columbia—M. W. Russ.
Crawford—Emily Sargent.

Cumberland—Mr. Kast.
Dauphin—L. H. Foote.

Delaware—Miss Mary Miller.
Erie—H. S. James.

Franklin—A. J. Huber.
Huntington—H. L. Atkinson.

Junata—David Robinson.
Lancaster—L. S. Geist.

Lawrence—M. Ganz.
Lebanon—Frank Bach.

Lehigh—E. J. Young.
Luzerne—Miss Annie Lyle.

Lycoming—Mr. Horton.
Mifflin—Miss Shaw.

Monroe—P. E. Schoedler.
Montgomery—Jas. K. Golwals.

Northampton—W. W. Whittington.
Northumberland—Miss S. J. McKean.

Perry—Geo. C. Welker.
Philadelphia—Geo. W. Schock, E. A.

Liger, Jas. Tichetter, F. F. Christine, W. H. Parker.

Schuylkill—Mr. Newlin.
Susquehanna—Mrs. M. L. Hall.

Tioga—Prof. Verrill.
Union—A. S. Burrows.

Venango—C. H. Dale.
Wayne—D. G. Allen.

Westmoreland—Miss Anna S. Paul.
York—W. H. Shelly.

The committee on resolutions reported resolutions of thanks to the local committee, to Philadelphia, to the other committees and to the press, for their action toward the meeting. They also presented a resolution favoring the introduction of music and drawing as part of the public school course. These resolutions were adopted.

Professor Luckey briefly and heartily thanked the people of Philadelphia on behalf of the Western representatives for their hospitality.

Professor Baird, Superintendent of Missouri, spoke to them of the educational progress he found in Pennsylvania, and of what was being done in the cause of education in Missouri. While he could scarcely expect to see many of them there, he extended a hearty invitation to them, and assured them of a cordial welcome should they come there. He hoped that there would, before long, be a hearty co-operation among all the State Teachers' Associations.

Professor Luckey, of Pittsburg, offered the following additional resolution to the report previously presented:

Resolved, That in the judgment of this association a closer connection between the First School District and the rest of the common schools of Pennsylvania would be mutually beneficial, and calculated to promote the best interests of all.

The President announced as the Committee to Report on a Scheme of State Aid to High Schools, Messrs. Horton, Hychus and Gutwalds.

Professor Hickok returned thanks to the association for the selection of the place of meeting.

Prof. F. M. Adams, of Mississippi, was invited to the stand, and after a few words of thanks, said the system of public schools had been established there but eighteen months, and he was here to learn what to do so that he might inform their Legislature. In his own State they were not very intelligent; they had there a mass of illiterate, ignorant citizens, and earnestly desired to enoble and raise their new citizens.

One or two others were called on to speak, but owing to the lateness of the hour declined, and the Convention finally adjourned, except for the excursion to Long Branch, which took place on Friday.

EXCURSIONS, ETC.

The afternoons of the Convention of the State Teachers' Association were devoted to excursions, visits, etc. On the first day no organized trip was had, but on Wednesday the programme was a visit to the Fairmount Park. A number of the members met informally at the Belmont House, and, when the rain drove them indoors, Mr. Edward Shippen organized an informal meeting, with Mr. Gideon as chairman, and was called on for a speech. He spoke in a pleasant strain and with not unjustifiable pride of the city and its latest glory, the park. He told the visitors that they were on a spot full of both poetic and historic memory—poetic, for it was here that Thomas Moore had his cottage and where he wrote much when in this country.

It was historic, for Judge Peters, of Revolutionary fame, occupied the mansion they saw there. He was the friend of Washington and his war minister, and here he was wont to visit him.

Lafayette had enjoyed his hospitality. Many of the signers of the Declaration—such men as Adams, Steuben and Franklin—here had met and devised many of those ideas which took form in act and made history. This, if any, was historic revolutionary ground.

Louis Philippe in his exile came here. He couldn't begin to tell the names of all the distinguished men who here enjoyed the hospitality of Judge Peters.

Philadelphia was a hospitable city. He knew the South and its claims to be the hospitable country, and, not disputing those claims, he would not concede that Philadelphia was one whit behind in hospitality. That was one reason why they had introduced them to this the most beautiful park in the world. It would take a fast trotting horse more than a day to take them over the finished drives. It was three times

as large as the park of that fresh water village, New York. They had ten thousand trees larger than any tree in that park. Trees could not be made.

When Washington one day was walking with Dr. Peters, he made a hole with his cane and in it he dropped without care a nut. From it grew a magnificent Spanish chestnut tree, and though that tree was no more it had many descendants. There were thousands of things to be said of the park, but these few must satisfy them. Philadelphia had meant this park not for any one class—not for the rich, but if for either then for the poor. She had meant it for all.

He wanted, too, to say a few words for his city, of which he was proud. He was not willing to accord everything to the great city which called itself the metropolis. They had a great manufacturing city. A city that manufactured more than Manchester—more according to the census than all New England combined. Their manufactures amounted to a million of dollars a day. There had been jealousy in legislative halls against Philadelphia, but he believed that jealousy would pass away as education was more widespread, so that the identity of its interests with the country was seen. He regretted that the city, collectively, had not given the large pecuniary aid to this meeting which he thought it demanded. In this he had to repeat the Boston regret. But the Philadelphia councils had many claims on them, and he hoped they would not blame the Philadelphia teachers for what was not in their power, but it was in their power to give them a hearty welcome, and this he now tendered them.

Mr. G. Harry Davis followed with a brief speech, in which, after alluding jokingly to the majority of ladies present, and to Mr. Shippen's devotion to Philadelphia, and to his own stature, he declared he had room in his heart for every gentleman, and might be add lady, engaged in the cause of public education. If only the means were given him to build schoolhouses to his wish, he would empty the prisons and the houses of correction. It was not true that he who made the songs made the laws, but it was true that he who taught the boys would make them. The contest between labor and capital was in some shape necessary, for the laboring man was rising, and as he rose demanding new rights; but the contest was one only to be safely conducted by and through education.

He had seen a statement that a New England prison had mounted the white flag in sign that it had no prisoners. Give full scope to the schools and there would be many white-flagged prisons. Let the schoolhouses be warm, sunny, lovable, and let there be no repulsion between the school and the scholar.

He was not himself a teacher. Though a man of words, it was not in the school-rooms. There was no use to tell him his ideas were impracticable. He would get sunbeams from cucumbers, if needed to make the school pleasant. When that was done they would see such advances in public morality as would surprise them, if anything in public education could surprise them. He wished no stinginess to the schools, no penny saving and dollar waste, but rather to save the dollar by spending the penny in the beginning where it would be useful.

Mr. Davis was cut short by the friendly malice of Professor Louis, who insisted that his hand be heard and the ladies have an opportunity to eat their ice cream.

After the music Mr. Mori, the Japanese Minister, was given a brief opportunity to express in broken English the devotion of Japan to the cause of education, and the meeting broke up.

On Thursday the original plan was broken up somewhat. There was an excursion up the Delaware in the Twilight, which was very largely attended, the boat being overcrowded. It was enjoyed fully by the teachers, and on the return there was singing until the storm, which extended over all the Eastern States, came on them about five miles from Philadelphia, which drove all under shelter. The trip down to League Island was therefore given up, it being dark when the wharf was reached. Friday was devoted to a trip to Long Branch, for which the Philadelphia managers had secured a reduction of the fare to one-third. This concluded the whole convention.

ADDRESS BY EDWARD SHIPPEN.

(Delivered before the State Teachers' Association of Pennsylvania, August 30, 1873, at the Academy of Music, Philadelphia.)

[We give in full in this issue the address of which we had only time to give a synopsis last week.]

You have heard to-day, ladies and gentlemen, many words of wisdom from cultured minds, and ere you separate you will be further enriched with the thoughts and practical experience of others in the great cause which convenes you in our city. Varied themes will be presented to you, all in the common weal. You gather together from the corners of our own and other States, from the towns and townships, from the cities and the crossroads, and from the fields and firesides, bringing with you vast treasures of knowledge, and laying them upon Education's living altar. One subject alone seems to escape notice, and that the one upon which I speak, namely, the compensation of teachers—always omitted, because those of the profession have a natural delicacy in intruding their wants before public assemblies. That delicacy I do not claim, because I am outside of your profession. In treating of compensation, I use the word in the broadest sense, and not in the narrow meaning of pay, or wages, or hire, or

of that other lofty term, salary. All these you have, but having them, you have not necessarily compensation. In the use of that word, I mean it to embrace justice and amplitude, both uniting, as it were, in a sort of chemical affinity with the golden and copper products of our national coin manufacture. The baser alloy, however, will form the most prominent feature of my arithmetical calculations. Copper and nickel will be my standard in referring to present pay of teachers, for in the per diem figures the mighty dollar has no status.

When I advocate compensation, full and ample, I mean it only for the true teacher. I do not mean it to apply to the employee in the public school who not long since remarked to a committee man, "There bees the Register forinst the wall," nor to that other teacher, down in Alabama, whose receipt for salary I have lately seen, as follows:

"Received of John B. Sanford Superintendent of Education Forty one dollars as salary for services rendered as Public School Teacher."

Her "JOSEPHINE M. FARLEY," mark.

My appeal will not be for those of the illiterate class, and they are to be found now and then, and here and there. Their number is small and is annually growing beautifully less.

I apprehend I am correct in saying, that no man or woman here present, outside of the teacher's profession, ever voluntarily entered into any calling, as the business of a lifetime, unless with the double intent of present support and future accumulation for the days of sickness and old age. It is the teacher only who cannot look forward to the bright idea of even modest accumulation: the teacher never realizes more than the fiction of this dream, but always comes to the fullest recognition of the fact that no more than food and raiment can ever be obtained in the profession. "Let the dead bury the dead," we are told. "Let the future take care of the future," echoes the Commonwealth.

To-day moral and intellectual culture, of no mean order, is voluntarily tendered to every child who breathes within our borders; to the rich and to the poor alike; and such a culture too, as in days not many centuries distant, would have placed the humblest self possessing it far above his royal prince and master in the intellectual scale. Over eight hundred thousand children seek Pennsylvania's public schools—over eighteen thousand teachers marshal, array, instruct and guide these hundreds of thousands of little ones; and all of them in the service of the State. Does not the State gather the fullest harvest from the teacher's zeal, talent, worth and fostering care? Are not our railroads built? Are not our mountains pierced and our forests laid low? Are not our manufactured and agricultural products scattered all over earth's surface, and do not her caverns give us their treasures? Is not our art, our science and our literature intensified? Are not our people better, happier and richer, and does not our nation hold its place high among the powers of the earth? And do not all these results, and thousands upon thousands of other results for good, flow in a great degree from the intelligence of our people, aroused, stimulated and fructified by our schools, universities, colleges and academies, public and private, through the brain work, the zeal, the love and the industry of the teacher?

The State allures men and women of talent to embark in the profession, that the supply of teachers shall be equal to the demand. She tempts them while young by the establishment of superior normal schools. She qualifies them well for the duties of the profession, and after years and years of toil and study, when fit to be intrusted with the cultivation of the morals, manner and intellect of all her children, may I say, then, rushes out in golden flow the richest rewards, the choicest treasures from the coffers of the State into the purses of these instruments of public weal.

Shall I descend from the lofty to the ridiculous, and say to the citizens of Pennsylvania, how much comes from the State and municipal money-bags into the teacher's pocket for each pupil registered on the school records of the State for each day of the year? I am almost ashamed to say in this presence how the figures cipher out. I do not wish to cause dissatisfaction among the teachers or to create a combination among the State—pardon me, ladies and gentlemen of the Convention. Teachers never strike. I never heard of but one teacher in the United States who entertained such a grotesque idea, and he was in the very far West "boarding around" at three dollars per week, with the hire of two dollars for the same period and without capital or indorsers. A strike is one of those luxuries in which only the richly paid laborers can indulge in. I said I was almost ashamed to name the average per diem for each child's tuition. Please make the calculation with me, upon this proposition: What is the average per diem amount which the public authorities pay out for each pupil registered in the public schools of the State, the number of pupils being eight hundred and thirty-four thousand six hundred and thirty-four, the amount paid for salaries of teachers being three million nine hundred and twenty-six thousand five hundred and twenty-nine dollars and eighty-eight cents, and the year having three hundred and sixty-five days? My arithmetic gives as the result, one cent and two thousand eight hundred and eighty-nine ten-thousandths of a cent (1.00002889) or about one cent and twenty-nine hundredths of a cent daily for each pupil

in the Commonwealth, and this is equal to a daily average of fifty-nine cents and two-thirds of a cent nearly to each teacher in the State, including this city, in which the salaries range higher than in the country. If, however, I exclude Philadelphia, the per diem average for the residue of the State will be, for each child's tuition, less than one cent and one-seventh of a cent, and the daily average of teachers' pay will be fifty-two cents and ninety-one hundredths of a cent. I use as the basis of my calculation the figures furnished by Mr. Wickersham, our excellent and accurate State Superintendent of Common Schools.

The true principle of professional compensation is the per annum salary, and not the monthly, the result of the latter being to deprive the teacher of all compensating during the protracted holidays. The minister of the gospel, and most salaried officials, the officers of the army and of the navy, all receive their salaries when on leave of absence or on holidays. Why should the wearied and worn out teachers, wearied and worn out in public service, be deprived of salary when protracted holidays are forced upon them?

I expect to be met with the reply to my figures, that the schools are not open all the days of the year, that some are closed six months at a time. I have only to answer, that the teacher is prepared and ready for the work, save during reasonable holidays, and must eat, drink and sleep, must be clothed and vaccinated, as well out of term time as in it; that the teacher's wants are not reduced because of the unwise and unprogressive policy of closing the school doors in the faces of the people for six or seven or eight months in each year, and thus driving out the teacher to graze in other fields, if the pasture can be had. I have searched for a more expressive word than graze among English lexicographers, and I have searched in vain. I have not told as yet the worst part of the teacher's wrongs. When the petty hire is earned and due, it is neither paid in gold, silver, copper, nickel nor greenback, but in this city in a piece of paper called a city warrant, which on presentation is almost invariably dishonored at the City Treasurer's office; but this official kindly indorses the date of demand so that interest may accrue; and thus compels the teacher to make an investment in a sort of city loan of the entire pay, or else to hawk the warrant upon Third street at a discount; to the end that some favorite broker to whom funds of the city have been loaned, for such and other speculative purposes, may increase his store and may share profits with whom it may concern.

I say this has been the custom, but I must add, it was broken into last July, when all our teachers received their salaries in proper money. We all know that the public funds are largely used in the private service of political favorites, to the public detriment, and to yours. And we know also that there are to be found public officials in this Commonwealth whose emoluments and gatherings, direct and indirect, vary from five thousand to one hundred dollars per annum. And these very officials, or many of them, do very little work, surrounded as they are by a vast array of clerks or under-officials whose pay is unselfsupporting. This is a fearful wrong, as every capable and honest clerk or deputy is, as you are, entitled to compensation in its liberal acceptance. The Communists or Fourierists of Brooke Farm declared in their constitution that "all labor, whether bodily or intellectual, is to be paid the same rate of wages, on the principle that as the labor becomes merely bodily, it is a greater sacrifice to the individual to give his time to it, because time is desirable for the cultivation of the intelligence in exact proportion to ignorance. Besides intellectual labor involves in itself higher pleasures, and is more its own reward, than bodily labor." Thus the intellectual and muscular labor were placed on equality. I have no words for those who hold such principles. There are others who claim an equal distribution of this world's wealth—in other words, who would steal the products of the honest man's toil so that the life of indolence and uselessness may be compensated. With such absurdities I can have nothing to do; and yet, strange as it may seem, my subject demands that I shall deal with a richer absurdity, one which is far beyond the wildest range of Socialistic Communism and Fourierism, namely that the brain work is of less value than that of the muscle. The Socialist claims equality of the two, but the State in practice indulges in the theory that the work of the intellect is of less value than the labor of the muscle of the man, the woman or the brute. The toiling laborer earns on an average two dollars a day, the hard working washerwoman, one dollar and a half a day; the horse and mule earns for his owner two dollars a day, while the equally hard-working teacher of the children of the State receives only on an average fifty-nine cents and two-thirds of a cent. Have you ever, my friends, estimated what would be the cost of tuition of the eight hundred and thirty-four thousand six hundred and thirty-four public school children at the private schools, colleges and seminaries? Fifty dollars for each child per annum for the average of school life would not, I think, be an over-estimate. The multiplication is easy then, any primary school child can make it, and show the result to be an annual expenditure of forty-one million seven hundred and thirty thousand seven hundred dollars. The public authorities expended in 1871, for salaries of teachers, three million nine hundred and twenty-six thousand five hundred and twenty-nine dollars and eighty-eight cents. I leave the comparison of the difference of cost to you, and give leave to reduce the per annum

SPECIAL NOTICES.

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SPECIAL INDECEMENTS

40 pupils of the public schools during their vacation.

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SCIENTIFIC PHENOMENA.—A very remarkable discovery made by Professor Huggins, the celebrated astronomer and spectroscopist of England, reveals the fact that the atmosphere of the distant planet Herschel is composed entirely of hydrogen (gas). This wonderful announcement will overturn many of the notions which have heretofore obtained with regard to the condition of the more distant orbs connected with our solar system. From the nature of the case, the inhabitants of that far-off world, if there are any, must live without fire, as any one spark of combustion would burn everything and explode the whole concern. Truly, science is bringing matters to light which throw all ancient wonders in the shade, and we are fortunate in living in such a progressive age.

The following description of a very thin man is not bad. "He's grown so thin I hardly knew him. You are thin and I am thin, but he is thinner than both of us put together."

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GEORGE H. STOUT, Editor and Proprietor.

NEW YORK, AUGUST 31, 1872

COMPULSORY EDUCATION IN ENGLAND.

The experiment of compulsory education is on trial in London, but is attended thus far with indifferent success. The progress of this novel effort is evidently observed with peculiar interest by English educators, and its results will be awaited with anxiety by thoughtful Americans who profess to find in this method the surest cure for some of the maladies of the body politic. Similar attempts may hereafter be made in this country, perhaps on the pattern of the experiment in Connecticut, to which we have already alluded; but it remains to be seen whether the compulsory system can be made effective, and the answer to this question will probably be given in England. It appears from the latest accounts of the action of the London School Board that the Thames Police Court has already been occupied with the hearing of cases against refractory parents. In one day, five persons were summoned to answer for their neglect or refusal to send their children to school. The excuses offered by these delinquents were of a curious character—one of the derelict fathers setting up the plea of inability to pay the fee of a few pennies per week which the law requires; another declaring that he was only a casual dock laborer, without the means of clothing his children to send them decently to school; while a third was contumacious, and as the penalty for his defiance of constituted authority was compelled to pay a fine. The excuses of poverty were accepted by the magistrates, but it was added by the Solicitor to the Board that there are schools in London in which but a penny a week is charged for instruction, and that the parents who could not or would not pay this trivial fee must be poor indeed, whether in spirit or in purse.

This array of facts shows two or three points very clearly. In the first place, it is manifest that the English people might gather some useful lessons from the Common School system of the United States; here, children come and go without direct cost to the parents for their teaching, and the whole body of the people of the State willingly pay, believing that education is the corner-stone of free institutions; but in England the mania for imposing direct taxes upon every branch of knowledge seems to be ineradicable. In the next place, the English system of instruction is sectarian, and this fact militates against the success of any system of education which is intended to reach all classes in the community. Finally, the established English custom of hauling offenders before the criminal courts is offensive in cases like those with which a School Board must contend, and a natural feeling of pugnacity is aroused by the unnecessary humiliation of parents, whose only crime, perhaps, is poverty.

While, therefore, the experiment now in progress in London is interesting to every student of social science, and worthy of careful attention as one of the indications of a lively public conscience, it is impossible to avoid the conclusion that it possesses more of the elements of failure than of success.

THE PENNSYLVANIA TEACHERS' CONVENTION.

The meeting of the Pennsylvania Teachers' Association was marked by the excellence of its local arrangements. The Philadelphians had secured for it the best hall—the Academy of Music—in the country. The energy of Professor Jean Louis had secured better music and more of it than was ever before provided for a teachers' convention. The railroad agent had done his duty with fidelity and something more. All this was done, not without cost, of course, but Philadelphia alone had raised \$1,600 to meet the expenses. The plans for enjoyment were well laid and were seconded by the resources of the locality. Yet with all this preparation we cannot call it a success. There was a large attendance and much enjoyment, though, perhaps on account of those facts, little business except routine was done. The one important question before the body

was a State certification of teachers. Through a jealousy of normal schools, which unhappily were mixed up with it, this question was overlaughed and sent, as for three years previous, to another convocation. The question of Superintendency is now no question, and simply received an *ex post facto* approval; and the discussion of the co-education of sexes, the other *piece de resistance*, will not be accepted as conclusive. The other portion of such meetings, the relaxation of teachers and the association of those from different parts of the State, not only in business but in pleasure—perhaps the chief good of such meetings—was, however, a most triumphant success.

THE RHODE ISLAND SCHOOLS.

From the State of Rhode Island and Providence Plantations we receive the second annual report of the State Board of Education, accompanied by the report of the Commissioner of Public Schools and the reports of the Trustees and Principal of the State Normal School, and having an appendix of school reports from various towns. The Board gives this summary of results at the outset: "The general condition of the cause of public education in the State is believed to be encouraging and steadily improving. As indications of this prosperity, reference may be made to the following facts: There has been an increase during the year in the number of pupils enrolled; the average of attendance has also increased; the average length of the school year is greater than ever before, and in one State only of the Union is our average exceeded; appropriations for educational purposes have been enlarged; there is, finally, a marked improvement in the condition of the school buildings." And further: "There seem to the Board to be, at present, two grounds of reasonable congratulation: the first, that such progress is visible here, as in other States; the second, that there is at the same time a common conviction that there is need of improvement in various directions. For until perfection be reached, contentment with present attainment is a state of mind to be deplored." The Board is urgent in its recommendation of increased compensation for teachers. "In some neighborhoods the salaries, especially of Ladies engaged in this most arduous work, are quite inadequate. In many cases they are less than those of young women, even of young girls, engaged in mechanical pursuits requiring no other training than a certain amount of manual practice speedily attained." These statements are fully borne out by the figures of the Superintendent. The average compensation per month, including board, in the summer schools, is \$32.53; average per month, including board, in the winter schools, \$38.24—an increase of \$1.38 over the preceding year in the former, and of \$2.38 in the latter—which we suppose might be regarded as better than nothing. The Board discusses the question of truancy and absenteeism at some length. While not yet prepared to recommend an absolutely compulsory law, and proposing no definite action, they "venture to suggest that the time has come when the whole question should be boldly met and fully discussed in the legislative bodies of the State." The whole number of children in the State under 15 years of age is stated at 64,930. The estimated number of school age—between 5 and 15—is 42,000. The estimated number in private and Catholic schools is 7,500. The estimated number instructed at home or detained from school as invalids is 1,000. The estimated number at public and private schools or instructed at home is 38,000. The estimated number not in attendance at school during the year is about 4,000—making the percentage of school population under instruction 90, and not under any instruction 10; not so bad, after all, as compared with several States that we could mention. Attention is also called to another and kindred matter of importance—the employment in manufacturing and other establishments of children, who are thus deprived of the privilege of school instruction. The evil, the Board say, is a very serious one, the law regulating the matter having long been inoperative. An attempt has been made to secure co-operation on the part of the leading manufacturers of Rhode Island and Connecticut, for the more rigid enforcement of the law, and a form of compact to this end has been prepared and submitted to a number of them; but while the proposal has been in many cases readily acceded to, it has not as yet, the Board regret to say,

"met with that universal acceptance which was hoped for, and which is needful to the full success of the measure." The Board notes with satisfaction the extent to which night schools are multiplying through the State; recommends the introduction of drawing as a regular branch of education, and pronounces the inauguration of the State Normal School the most important work done during the year. This school is located in Providence, was inaugurated on the 6th of September, 1871, and has commenced work with the greatest promise of permanent usefulness. The report of Mr. Thomas W. Bicknell, the State Commissioner, gives full statistical information regarding the schools, and discusses all matters connected with them intelligently and comprehensively. Among the subjects touched upon by him is that of illiteracy and its relations to crime. He concludes: "If it can be clearly shown that nine-tenths of the crime and pauperism of Rhode Island is the direct and legitimate result of ignorance and intemperance; and that educated and skilled labor is productive of happiness and thrift to society, we have at once in our possession all the knowledge we need to put an end to the evils from which we now suffer, and to their occurrence in the future. Ignorance and idleness produce them; education and labor will forever banish them from the State."

REST.

"To be free from whatever wearies or disturbs," is Webster's definition of rest, and it is not a good one? As a general thing the dictionary is not pleasant reading, but when one falls across such a little gem of descriptive poetry as the above, the sensation is one of profound gratitude, whatever its locality. "To be free from whatever wearies or disturbs." This is, indeed, rest of the sweetest and choicest kind, the rest that recuperates and makes a man over! But where is this rest to be found, and how many in this busy, bustling world are able to throw off care according to this definition? Ay, there's the rub, and it is this that we have especial need to call attention to. As a nation, we are a thrifty, go-ahead, nervous set, vital, electric, bristling with sharp points and comparatively difficult to manage. There is nothing too hard for us to attempt—no lesson too complicated for us to learn. We are too angular to be diplomatic, too sensible to be over-scrupulous in regard to national etiquette. In short, we are as a nation—just what we are as individuals—wide-awake, restless and enthusiastic. We never think of husbanding our strength until we are suddenly awake to the realization that we have none to husband. Whether or not this prodigality, this lavish expenditure of strength is good for the nation, is a disputed point among scientific men; but there is no such element of doubt in regard to its effect upon individuals.

At fifty the average American woman is old. That there are some glorious exceptions to this rule we are delighted to chronicle. American men keep their good looks a trifle longer it is true—but the difference is so slight as to be quite immaterial. These facts are by no means new. We have had them dished up in one form or another ever since we can remember. We know that this decay is needless and without excuse, in just so far as it is premature. We know, even the most heedless among us, that certain causes produce certain effects—that work in over measure enervates and destroys—that food immoderately partaken of is death; slow, perhaps, but nevertheless sure. These truths are patent enough. Who attempts to dispute them? Nobody, of course. Such an attempt would be a libel upon the physiological knowledge of the most ignorant. But what effect does this fund of information have upon body or spirit? Not the slightest. Men rush about among their stock and ledgers, working and hoarding, losing and gaining, to all appearance firm in the faith that health and strength are to endure forever. "I will work as hard as I can this year, next year I will rest," say they. But the months roll round, and there really seems to be no reason why there should be any material change in the programme. The summer seems to be especially set apart for rest and recreation. To carry on a successful business campaign during the heated term requires an amount of vitality scarcely possessed by American men. As one day in the seven is set apart for cessation from labor, so it seems to us that those few weeks in the

hottest part of the year should be as carefully and religiously devoted to rest by all those who are able to take advantage of them. For the hundreds, nay, the thousands, to whom the word rest can have but one significance, the rest of the grave; for the weary worker who must be at his post early and late, summer and winter, who has so steadily put away the visions of green fields and cool highways, that they scarcely now exist in memory; for the broken-down wife who cooks and mends and nurses her babies, standing steadfastly at her post, and for the pale, sad-eyed little ones, we can have but one feeling, and that one of intense sympathy. They can do no more nor no less—at least if they could alter their lives for the better they are entirely ignorant of the fact, and the chapter must end as it began, if not in "poverty, hunger and dirt," very likely next door to it. But for the rich—the "comfortably off," the decently-paid working man and woman, who will not avail themselves of every possible moment for this work of recuperation—our sentiments are of a very mixed kind. Nature, in her most genial and lovely mood, is now beckoning to all of us. Nooks and corners out of the reach of curiosity hunters, business seekers and clamoring creditors are ours for the asking. Let us for once in our lives be sensible, and give the cold shoulder to neuralgia, dyspepsia and all kindred diseases.

HOOPER C. VAN VORST.

It gives us pleasure to hear that the name of Judge Hooper C. Van Vorst is mentioned for one of the seats made vacant on the Supreme Court bench by the removal of George G. Barnard and the resignation of Albert Cardozo. By his noble efforts in the cause of reform, his valuable and untiring service as a member of the Board of Education, and his long and stainless public career, the Judge has won for himself a name which makes him just now a more than acceptable candidate for the office in question. If nominated by the Republican and Reform organizations—and he ought to receive other nominations also—he will no doubt be elected. His election will go far toward restoring among the people that confidence in the Supreme Court which was withdrawn from it under the reign of Barnard and Cardozo.

The candidates for Mayor of this city are Charles E. Loew, Andrew H. Green and James O'Brien. Let us have a good man, by all means. The Mayor has a great deal more power in school matters than is generally known. The appointment of Commissioners, Inspectors and Trustees is an important trust, and should be placed only in the hands of an intelligent, upright and honest officer.

If one could analyze causes and effects in a Presidential campaign, it would be an interesting study to ascertain which candidate gains most. Mr. Greeley, in "stumping" in his own behalf, or General Grant by silently sticking to the "stump" of his cigar.

Mr. A. Macvey, long known in this city as Superintendent of Buildings under the Department of Public Instruction, died suddenly on Tuesday night. Mr. Macvey was a highly esteemed gentleman, and rendered good and faithful service for thirty-five years in his department of school buildings.

The New York Board of Public Instruction will meet on Wednesday, September 4.

The public schools of this city will reopen on September 2.

The constant extension of the railway system in this country is one of the standing marvels which only some accident calls our special attention to. Our receipt, as usual, of Vernon's "Official Guide of the Railways" for the month has been this time the accident. Here are no less than 436 different railroads, each with its timetable, and varying in their lengths from 10 to over 600 miles. The number of miles of road in operation is over 65,000, and the rate of increase is over 8,000 miles in the year. The mere index of roads covers over three pages octavo, and the number of places reached by railroads 33 four-column pages in aggregate.

A schoolmaster tells the following good one: "I was once teaching in a quiet country village. The second morning of the session I had time to survey the surroundings, and among the scanty furniture I espied a three-legged stool. 'Is this the dunce block?' I asked a little girl of five years. The dark eyes sparkled, the curls nodded assent, and the lips rippled out, 'I guess so; the teacher always sits on it.'"

Fox Populi.

MUSIC IN THE COMMON SCHOOLS.

To the Editor of School Journal:

In a recent number of your JOURNAL there appeared a short article upon this subject, which calls for a reply.

Complaint was made that the pupils of our common schools were not taught to read music, save in a few of the female departments of the grammar schools, and the inference was drawn that the music teachers were directly responsible for this imperfect condition of musical knowledge. This is unjust to the professional music teacher, as the superintendents and principals well know. It is unjust, because it is untrue; for none know better than the superintendents and principals that the real reason for the slow appreciation of the primitive musical signs and characters of the art, or, in other words, the non-ability to read vocal music, is the lack of age, especially in the male departments, and more particularly the lack of time given to the study and practice of this branch of the curriculum.

The vast aggregate of our boys leave school at the age of twelve or fourteen years, at the outside. What more can be done for these boys than simply to present the plainest of the musical elements, with unadorned sacred and secular pieces, suited to their capacity and sung by imitation; seeing that even this must be done by the teacher in the short space of sixty or seventy minutes per week? The girls do better for several reasons: First, fashion and filial and parental desire urge them on; Second, natural aptitude and greater sweetness and flexibility of voice make the practice of vocal music a higher pleasure to them; Third, musical advantages at home swell the ranks of efficient female singers in the school; and last, the girls remain longer at school than the boys do, and thereby secure more extended knowledge of the elements as well as more charming effects growing out of maturity of tone and part-singing. But perhaps the most thorough cause for the poor intellectual advancement of music in our schools, is the desire of novelties for exhibition purposes.

Of course, the pupils prefer this to a hard study of the elements; the principals desire to please their officers and friends; and the music teacher acquiesces, not only because of the larger amount of gladness and joy secured at the end of a given term of five months, but because he would avoid the rebuke from principal, parent, officer or friend, that he had nothing to show for his labor, and therefore had not earned his money. This is perfectly apparent to the principals, and through them to the superintendents, all of whom would be glad to see musical discipline and knowledge in our schools based upon a more thorough and efficient study of the elements.

It is not, therefore, directly the fault of superintendent, principal or teacher, that they cannot immediately change the tone of society on this subject, or miraculously convert it, even in theory, to their way of thinking. For society, in the aggregate, does not and will not stop to inquire into the means or details of study by which music produces its most beautiful effects. It is content to be saddened or pleased, surprised or astonished, depressed or electrified by the accomplished interpreters of the art divine, whichever way they shall decide to sway the human mind and heart, without inquiring whether those same interpreters know the difference between a semibreve and a demisemibreve! You may call this very perverse in society, and so it is. But what do you propose to do about it? The best answer to the question, in my opinion, is to sow as good musical seed as you can, and await the results of patient, persevering labor till a later day:

"Here about the beach I wandered, nourishing a faint sublime, with the faith tales of science, and the long result of time."

Shall we blame society because it permitted, yes, encouraged Jenny Lind to take three hundred thousand dollars of real solid cash out of the country, when that money would have founded half a dozen conservatories for the permanent musical instruction of the people? Or shall we make wry faces because Nilsson took away a handsome thousand more, and was married like a princess in Westminster Abbey? Hear ye, O utilitarians! Will not society always pay more promptly to be pleased than instructed? But stop! We received as good notes from the fair cantatrice as we gave them, did we not? I wish, for one, they had given us more song, and we had given them more dollars.

To return. Would we have native singers of a like calibre? The same conditions must be observed. Voice, will, patient labor, tireless energy and inspiration—all must combine with the generous smile of society to achieve a success so distinguished. Yet lower down in the artistic scale, why should not every young teacher, male and female, show a certificate of musical as well as literary and scientific qualification? Because society, except in occasional instances, is shut up in the utilitarian views of the age and clime, and cannot yet demand it. Two denominations—the oldest—require of the exponents of their religious truths a preparation in music as well as in literature, science and theology. Martin Luther indignantly exclaimed: "If your minister cannot sing, I will not look at him!"

It were devoutly to be wished that every teacher might be musical leader in his class, school, or at home. His services would be worth far more to the State, and he would live and die, it is to be hoped, a happier man. A few, like burning, shining lights, come up to the measure of this

ideal. But these cannot do everything! Constant teaching and constant singing would soon kill an Apollo, and very suddenly consign an Arion to more dreary and dismal depths than those where the sweet singer found his grave.

Now, agreeably to the practical character of an age and country, it is futile to find fault and suggest no remedy. Though society be satisfied with the merest shell of superficiality, and though principals and regular teachers, with few exceptions, have neither time, inclination nor ability to teach the elements of vocal music, there is, on these very accounts, an increased responsibility resting upon the special teachers in this matter, which is simply that they shall teach the elements more thoroughly, since they are employed and paid for this very purpose. The secret of greater success is plain. The principals have but to require of their special music teachers, to the exclusion of three-fourths of the time and effort now given to exhibition music; and satisfactory results in the complicated exercise of reading music from notes would ultimately follow.

GEO. HENRY CURTIS.

MAYWOOD, N. J., Aug. 20, 1872.

The Library.

ILLUSTRATED SCHOOL HISTORY OF THE UNITED STATES AND ADJACENT PARTS OF AMERICA. From the earliest discoveries to the present time. By G. P. Quackenbos, LL. D. New York: D. Appleton & Co.

ELEMENTARY HISTORY OF THE UNITED STATES; with numerous illustrations and maps. By G. P. Quackenbos, LL. D. New York: D. Appleton & Co.

Dr. Quackenbos is already so favorably known to educators and pupils, through his numerous text-books on history, philosophy, composition and rhetoric, that the announcement of new editions of his Elementary and School Histories will be received with signal gratification. Both of these volumes have been carefully revised and enlarged, and the information they contain is brought down to the present time. The larger History gives an excellent though brief account of the aboriginal inhabitants of this country, with illustrations which will pique the curiosity of the young student and lead him on to further inquiry; and the successive steps of American history are carefully traced, down to the election of General Grant to the Presidency. The narrative is clear and pleasing, and the arrangement of facts is admirable.

MAGAZINES, &c.

THE GALAXY. September. New York: Sheldon & Co.

The opening article in this number of the *Galaxy* is a disquisition by Mr. Justin McCarthy on the character and the works of Froude, the historian. Mr. McCarthy deals with Mr. Froude as summarily as he dealt with Charles Kingsley, for whom he had few words of praise. "Mr. Froude," he says, "has created a Mary Queen of Scots as the poets and painters have created a mermaid; and so of Queen Elizabeth and Henry VIII., according to Mr. McCarthy. The judgment is harsh, not altogether just, and slightly pompous; but the article will nevertheless be read with interest. General Custer continues his agreeable narrative of life on the Plains; Albert Rhodes writes pleasantly of the French people in their homes; Grace A. Ellis has something to say about our household servants; a "Sabbath among the Orthodox Jews" is a picture of a scene in the slums of New York; and there is a readable variety of sketches, tales, poems, editorial comment and jokes—all going to the make-up of a lively number of an excellent magazine.

SCRIBNER'S MONTHLY. September. New York: Scribner & Co.

Americans who have not yet seen Paris (the number becomes smaller every year) will find Mr. Edward King's illustrated paper in *Scribner's* exceedingly entertaining and instructive, as well as accurate. E. Mulford contributes a sympathetic sketch of the late F. D. Maurice; E. J. Mallett describes the ascent of Gray's Peak in the Rocky Mountain range; an anonymous contributor tells some pleasant stories of former writers who have lived in Florence, and there is an illustrated article on Sculpture which summarizes all that is known of the most famous statues. Dr. Holland's editorial notes are on timely topics, and Mr. Gillet's "Cabinet" fancies are genial and humorous.

THE ALDINE. September. New York: James Sutton & Co.

We do not want to pile up adjectives for the sake of doing justice to this superb specimen of American engraving and typography, but if we were to say that the *Aldine* is generally equal, in all its parts, to the *London Art Journal*, the assertion would not be extravagant. It is certainly a credit in every way to its publishers and its editor, and, which is more to the purpose, it does not fall away from the high standard originally set up for it. The current number has several full-page illustrations, after designs by Paul Dixon, Peter Moran and Gilbert Burling, besides a dozen smaller pictures. A. H. Thayer contributes two companion-pieces—sketches of animal life—which are irresistibly droll: the rat-terriers in repose and action being reproductions that Landseer would not have hesitated to acknowledge. The literary contents of the number are varied and pleasant.

THE PHRENOLOGICAL JOURNAL for September contains a variety of subjects that is remarkable—matters Political, Scientific, Social, and what not? We have

James Black and John Russell, the Nominees of the Temperance Party for President and Vice-President, with portraits; also Rev. Hugh Stowell Brown; Col. J. W. Johnson; Col. Ethan Allen; Daniel Wagner, the horse tamer; The Labor Question; Voices of the Deaf; London Jews; Arsenic; The Bread Fruit Tree; Expression, with a wealth of illustrations; Human Governments; Mixed Schools; Bible Need of the Times; Atoms and Molecules; Pres. Juarez of Mexico; Peculiar Characters; Rest and Recreation; Whaling and Oil; Miscellaneous Items and good Poetry.

A most valuable monthly is *Frank Leslie's Lady's Magazine and Gazette of Fashion*. The excellence of the work put on it, its artistic design and execution, its high literary character and the exceedingly moderate cost per annum, commend it to the attention of every reader and fully warrant the wonderful success that it has attained.

A PAPER FOR THE MASSES.—The (Pittsburgh, Pa.) *Real Estate Register* comes to us this week enlarged to a beautiful sixteen-page, sixty-four column, illustrated weekly, with the name changed to the *American Land and Law Advisor*. The original features introduced into the old paper by its publishers caused it to be sought after by persons in all parts of the United States, and thus encouraged by public patronage the publishers now determine to give to the people a paper every way worthy of the name they have chosen for their new weekly. The *American Land and Law Advisor* is a "weekly journal of real estate, finance, building and popularization of law."

The issue before us is absolutely a necessity to every landed proprietor or real estate owner in the country, as well as to every citizen in the United States that wishes to keep posted on that indestructible element of value—real estate. The law department of this excellent weekly is edited by the ablest law counselors in the country, who answer, free of charge, all questions of law submitted to the paper—with a clearness and accuracy that makes them to be understood by men of the most ordinary intelligence. This feature alone should cause it to be taken by every farmer and landowner in the country. The illustrations on the first page, of original designs for cottages and suburban residences, gotten up expressly for this journal, is also a feature that commends itself to those about to build, and if we are to judge the future by the first issue, now before us, we will say it alone is worth many times the subscription price. The weekly correspondence, from the General Land Office at Washington, D. C., giving the latest laws governing the public lands, homestead and pre-emption, as well as that from all parts of the country, is also a valuable feature, to say nothing of its news and general information, found in no other journal in the United States. To crown all, the enterprising publishers offer, by way of inducing examination and subscription, a beautiful \$5 chromo, of either of the following subjects: "The Lost Babe," or "The Unwelcome Visitor"—all for the exceedingly low price of \$2.50 a year—embracing a beautiful parlor picture, and over 800 pages of useful reading matter and illustrations. We would say to all our readers, send stamp for a sample copy. Address Croft & Phillips, Publishers *American Land and Law Advisor*, Pittsburgh, Pa.

GENERAL INFORMATION.

FACTS FOR THE LADIES.—Mrs. R. Gunning, New York, has earned with her Wheeler & Wilson Lock-Stitch Machine \$2,300 in two years. See the new improvements and Woods' Lock-Stitch Ripper.

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Boys and Girls' Department.

CONDUCTED BY L. NATHANIEL HENRIKSEN,
"SNOWDROP."

IDLE HOURS.

How I love, when tasks are o'er,
To wander silent by the shore,
To look out on the wide old sea,
Where the sea-gulls hover free;
To see the last diminished sail
Fade from my sight before the gale;
To gaze up to the dark blue sky,
Where silver clouds in masses lie;
To see the sun with radiance bright
Shed o'er the sea its golden light;
To look down on their majesty
As the blue waves heave before me;
To see their foam-capped masses break
As they way to the shelly shore they make;
To feel on my cheek their diamond spray,
As it gleams like gems in the sun's bright ray;
To hear their murmurs sweet and low,
While cool breezes fan my brow,
As the dark depths to pierce I try,
I wonder what sights would meet my eye,
What strange and wild old sea would greet me
If I were wandering beneath the sea.
Amen I gaze at the shells of gold;
O'er which the waves for rest have rolled;
And then at the sands that lie at my feet
(How many silver thousands my glance meet).
And thus, while the waves chant music to me,
I stroll on the shore by the gray old sea.
J. R. SEVER.

OUR WEEKLY CHAT.

"Mahogany Blonde" (what a queer-looking blonde our correspondent must be!) sends us the answers to puzzles Nos. 1, 2, 3, 6, 7, 8, 9 and 10. In No. 79 of the JOURNAL. With the exception of a few slight variations, they are all correct, and evince some ingenuity on her part. The square word we drop into our accepted drawer.

Wadsworth's contribution was received and accepted. As we have some other matter of the kind on hand ready for publication, his article will have to wait a while.

One of George Roberts' charades shall be used. The subject of his first is too old. His answers to puzzles 4, 6 and 7 in JOURNAL No. 81 are correct.

Peter Cook's double acrostic shall find a place in our "Gymnastics" column. Our doubts with regard to the originality of the poem and charade he sends us are so strong that we consign them to the waste-basket. We always like to have the young folks try their skill at original matter.

Master Sever pleads so for his enigmatical double acrostic, that we acquiesce and place it on our accepted file. His rebus, which is very neatly drawn, will receive due consideration. He answers the following puzzles—in JOURNAL No. 81—No. 2, 3, 4 and 6 all correct. If deserving, an article on "Rebus Making" would not be out of place in this department.

Is the poem "My Wish" original with W. L.? We are of rather a doubting turn of mind.

"Gath Brittle" wishes to know if any of the young "gymnasts" can give a method by which to find two numbers such that their product and sum shall be equal. Put on your thinking-cap, boys and girls, and let us hear what you have to say.

We received Frank A. Murtha's answers to puzzles Nos. 1, 3, 4, 6 and 7 in JOURNAL No. 81, all of which we find to be correct. Some of his puzzles will go to the printer's. We are glad "Old Contributor," Normal College, likes the Boys' and Girls' Department so well, and we shall be happy to hear from her very often. Her puzzles are good and accepted.

Master J. Nehrbus' answer to the problem in No. 81 of the JOURNAL is correct.

S. Wielarski's logograph will be used. The rhyme is not very good, however.

Raphael Ehrlich's answer to the arithmetical problem in JOURNAL No. 81, is correct.

GYMNASTICS FOR THE BRAIN.

NO. 1.—CROSS-WORD ENIGMA.

My first is in saucer, but not in plate;
My second is in chase, but not in pursuit;
My third is in cargo, yet not in freight;
My fourth is in bow, still not in salute;
My fifth is in September, but not in fall,
And my whole, dear reader, is nothing at all.

DEWDROP.

NO. 2.—CAGE OF BIRDS.

1. To steal and a preposition. 2. To chastise needily and the mind. 3. A girl's nickname and an edible. 4. A space of time, a preposition and a storm.

OLD CONTRIBUTOR, Normal College.

NO. 3.—TRANSPOSITIONS OF CITIES OF THE UNITED STATES.

1. Oh, may I eat. 2. O men carats. 3. Warn to try. 4. A tug, U. S. A.

SPARKLE.

NO. 4.—CHARADE.

My first, I avow, is used very much
For storing wheat, and corn, and such;
The hunters find in my second a friend
When at night o'er the camp-fire they bend;

My whole, an instrument many admire—
'Tis neither a flute, a harp, or a lyre.

SNOWDROP.

NO. 5.—PROBLEM.

A number is composed of four figures.
The sum of the second and third is equal to the sum of the first and fourth, diminished by three; and the sum of the first three is equal to the fourth minus the first. What is the number?

L. H., N. Y. College.

NO. 6.—RIDDLE.

Five hundred begins it,
Five hundred ends it,
Five in the middle is seen;
The first of all figures,
The first of all letters,
Take up their stations between.
Join all together, and then you will bring
Before you the name of an eminent king.

YOU, CLID.

NO. 7.—NUMERICAL ENIGMA.

It is composed of 17 letters.
The 10, 1, 11, 15 is a drought.

The 4, 13, 3, 9, 17 is a quality.
The 2, 7, 8, 12 is a possessive pronoun.
The 16, 14, 6, 5 is a busy place.
The whole is a short, pithy saying.

M. LAVY.

NO. 8.—INVERSION.

Four syllables compose a word—
The ancient prize of fame;
And forward read, or backward read,
The word is still the same.

K. M. E.

NO. 9.—CHARADE.

1. First, an animal; second, an animal;
The whole, an animal. W. HENRY.
2. My first is an article; my second is a part of speech; my third is used by builders, and my whole is a declaration.

GEORGE ROBERTS.

NO. 10.—ENIGMATICAL DOUBLE ACROSTIC.

Cross-word enigma containing the initials.

My first is in sorrow, but not in grief;
My second is in branch, but not in leaf;
My third is in blossom, but not in bud;
My fourth is in water, but not in blood;
My whole so pure and white,
Falling fast in the winter twilight,
Noiselessly covers the frozen ground,
And drowns in silence every sound.

CROSS-WORD ENIGMA, CONTAINING THE INITIALS.

My first is in brighten, but not in cloud;
My second is in curtain, but not in shroud;
My third is in sign, but not in placard;
My fourth is in Dryden, but not in bard;
Just as my whole doth disappear,
Drops in the sunshine bright and clear,
Rest, like gems, on the stirring leaves,
Or hang, like crystals, from the eaves.

ACROSTIC CROSS WORDS.

1. Brightly ever twinkle, little light,
Your brightness shines in our hearts to-night.
2. A bituminous mineral in this we see,
Which has to be handled very carefully.
3. This is no reason why you should look blue,
Because, when reversed, it's my nature to.
4. Though in man's darkest hours a helping hand thou lent,
In his brighter hours thy tongue doth oft torment.

J. R. SEVER.

ANSWERS TO "GYMNASTICS" IN JOURNAL NO. 81.

No. 1.—Appearances often deceive.
No. 2.—Open.
No. 3.—125.
No. 4.—1. Newport. 2. Hyde Park. 3. London. 4. Frankfurt. 5. Yonkers. 6. Kansas.
No. 5.—Cologne, Prussia.
No. 6.—1. Steam, team, tea, eat, meat.
2. Grant, rant, ant, nat, at.
No. 7.—Birthday.
No. 8.—
C
R
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D
CANON
CONVICT
REIGN
ACT
T

No. 9.—Look beyond the clouds; never despair.

ANSWERS TO "GYMNASTICS" IN JOURNAL NO. 82.

No. 1.—Watch-pocket.
No. 2.—1. G-out. 2. Rice. 3. B-at. 4. F-ox. 5. L-ver.
No. 3.—
S mile S
U mpir E
N ebul A
S helm S
H ell T
I ncognit O
N ecta R
E ncomium

No. 4.—1. Ost-rich. 2. S-wall-ow. 3. C-row. 4. Red-start. 5. Spar-row. 6. Kite.
No. 5.—Five and seven.
No. 6.—1. Orange. 2. Melon. 3. Peach.
4. Currant. 5. Pear.
No. 7.—Isabella, Portugal.
No. 8.—
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OUR DOG IN CHURCH.

He was a little flustered on first entering the chapel—so many people there, and all sitting so quiet. In this there was something awe-inspiring for our dog, and when out of this unnatural quiet they rose suddenly to sing, our dog was frightened, and would have run out of doors, only the doors were closed. He soon recovered himself. They were only folks, after all—such as he saw every day in street and house.

He began to recognize one after another. He tried to get up a little sociability with them, but they took little or no notice of him. Everybody seemed strangely constrained and altered. Our dog is a pet, and this cut him. But his is a self-reliant, recuperative nature, so he threw himself on his own resources for amusement. He was delightfully ignorant of the proprieties of church or church service.

The choir is separated from the congregation only by a slightly raised platform. On this walked our dog. Again there was singing. He smelt first of the organ; he then smelt of the organist, and wagged his tail at him. The organist looked with an amused and kindly eye, but he could not stop. Our dog then smelt of the basso profundo; he smelt of the tenor; he smelt then first on one side and then on the other. Then he went back and smelt them all

over again; also the organ. That was a little curious. There might be a chorus of dogs inside, and that man at the keys tormenting them. To him, at any rate, it was not melody. He walked around it and smelt at every crack and corner, to get at the mystery. He tried to coax a little familiarity out of that choir. They seemed to be having a good time; of course, he wanted a hand or paw in it himself. It was of no use. He stood and looked, and wagged his white, bushy tail at them as hard as he could. But, selfishly, they kept all their pleasure to themselves. So he left the choir and came down among the congregation. There, sure enough, were too little girls on the back seat. He knew them; he had enjoyed many a romp with them. Just the thing! Up he jumped with his paws on that back seat; yet even they were in no humor for play. They pushed him away, and looked at each other, as if to say, "Did you ever see such conduct in church?"

It was rebuff everywhere. Our dog would look closer into this matter. The congregation were all standing up. So he walked to the open end of a pew, jumped on it and behind the people's backs, and walked to get in front of the little girls, that he might have an explanation with them. Just then the hymn ceased. Everybody sat down with the subdued crash of silk and broadcloth. Everybody on that bench came near sitting on our dog. It was a terrible scramble to get out.

Still he kept employed. There was a line of chairs in the aisle. In one of these deliberately sat our dog. If everybody would do nothing but sit still and look at that man in the pulpit, so would he. But somehow he moved one hind leg inadvertently. It slipped over the chair's edge. Our dog slipped over with it, and came as near tumbling as a being with four legs can. All this made noise, and attracted attention. Little boys and girls, and big boys and girls snickered and snorted and strained as only people can snicker, snort and strain where they ought not to. Even some of the elders made queer faces.

The sexton then tried to put our dog out. But he had no idea of going. He had come with our folks, and he was not going until they went. The strange man grabbed for him, and he dodged him time and again with all his native grace and agility. This was something like: it was fun. The sexton gave up the chase; it was ruining the sermon. Our dog was sorry to see him go and sit down; he stood at a distance and looked at him, as if to say, "Well, ain't you going to try it again?"

No. No more of that. Nobody was doing anything save that man in the pulpit. Our dog would go up and see what all that was about. So he marched up the main aisle, and as he did so he waved, in a majestic and patronizing sort of a way, his bushy tail, and it seemed to say, "Well, you can sit here, glum and silent, if you've a mind to. I do no such thing. I'm a dog; I need none of your preaching; I'm superior to all that. Things go easy enough with me, without coming here once a week to sit silent, sad, melancholy and stupid, and be scolded at by a man whom you pay for it."

Then, in an innocent and touching ignorance that he was violating all the proprieties of time and place, our dog went boldly up the pulpit stairs while our minister was preaching, and stood and surveyed the congregation. Indeed, he appropriated much of the congregation's attention to himself. He stood there and surveyed the audience with a confidence and assurance which, to a nervous and inexperienced speaker, would be better than gold or diamonds. He didn't care. He smelt of the minister. He thought he'd try and see if the latter were in a mood for any sociability. No; he was busier than any of the rest. The stupidity and silence of all this crowd of people who sat there and looked at him puzzled our dog.

He could see no sense in it. Some little boys and girls did smile as he stood there; seemingly, these smiles were for him. But as soon as he reciprocated the apparent attention, so soon he made for them, the smiles would vanish, the faces become solemn. And so at last, with a yawn, our dog flung himself on the aisle floor, laid his head on his fore paws and counted over the beef bones he had buried during the last week. Not a word of the sermon touched him; it went clear over his head.

BREAD UPON THE WATERS.

One of our exchanges tells the following pleasant little story:

Away back in the years that are gone, a rich merchant of New York, returning to his home one cold November evening, found a poor, barefooted child upon his doorstep, shivering and in tears from suffering and want. Many persons would have driven her away, but a glance at her face struck pity to his heart, and he took her into his house, warmed her by the fire, fed her at his table, and clothed her in the warm cast-off garments of his own little girl. He listened to her tale of sorrow, believed it, and with a basket of food and an old though comfortable blanket, sent her home, telling her to come to his house whenever they needed food, clothing or fuel.

It seems that the poor family struggled on as best they could, and whenever poverty pinched too bitterly the girl came to the merchant's house for the proffered charity, until her little face became quite familiar.

One day she came in great sorrow and bitter weeping. Her mother was dead, and she had no one to turn to in the bereavement of her little heart but the kind merchant. He buried the poor dead woman, and took the girl to his home until he

could, from the dying directions of the mother, write to her relations, for it seems the mother had married against the will of her parents, and had been disinherited.

During her life she had preferred to remain in poverty and obscurity rather than to appeal to her relatives, but at her death prize was swallowed up in anxiety for her helpless child. The relations came and took the child away, and then her whereabouts were lost to the merchant.

Years rolled by, and misfortune overtook our man of generous heart. Death of his family and bankruptcy of his fortune left him a poor and desponding man. Many were the ways he strove to rise again, but always failed, until he finally kept a street stand, selling apples and cake to the children. One day a runaway team overturned his stand and injured him so severely that he was taken to the hospital, and a paragraph of the accident appeared in the papers, with his name and a sketch of his life and failure.

This paragraph caught the eye of a wealthy lady living in a neighboring city. She hastened to New York and to the hospital, and stood by the bed of the poor old man. In her fine, generous face he could not recognize the little girl he once befriended. But such she was. She had been educated by wealthy relations, had married well and lived in luxury. She had never forgotten her first benefactor, but had lost all traces of him until, to her surprise, she saw the paragraph in the papers. And now the bread cast upon the waters had been found, after many days, gloriously multiplied, and, taken to the generous home of the noble woman, he is passing his last days in peace and happiness, loved and honored as her own father, and the children even call him grandpa.

A JURY OF BOYS.

When Dr. Nathaniel Prentice taught a public school in Roxbury he was very much of a favorite, but his patience at times would get nearly exhausted by the infraction of school rules by the scholars. On one occasion, in a rather wrathful way, he threatened to punish, with six blows of a heavy ferule, the first boy detected in whispering, and appointed some as detectors. Shortly after, one of these detectors shouted:

"Master, John Ziegler is whispering."

John was called up and asked if it was a fact. (John, by the way, was a favorite, both of the teacher and his schoolmates.)

"Yes," answered John, "I was not aware of what I was about. I was intent on working out a sum, and requested the one who sat next to me to hand me the arithmetic that contained the rule I wished to see."

The doctor regretted his hasty threat, but told John he could not suffer him to whisper and escape the punishment, and continued:

"I wish I could avoid it, but I cannot without a forfeiture of my word, and a consequent loss of authority. I will leave it," continued he, "to any three scholars you may choose, to say whether or not I shall repeat the punishment."

John said he would agree to that, and immediately called out three boys.

The doctor told them to return a verdict; this they soon did, after a consultation, as follows:

"The master's word must be kept inviolate. John must receive the threatened punishment of six blows of the ferule; but it must be inflicted on volunteer proxies, and we, the arbitrators, will share the punishment by receiving each of us two of the blows."

John, who had listened to the verdict, stepped up to the doctor, and, with outstretched hand, exclaimed—

"Master, here is my hand; they shan't be struck a blow; I will receive the punishment."

The doctor, under pretense of wiping his face, shielded his eyes, and telling the boys to go to their seats, said he would think of it. I believe he did think of it to his dying day, but the punishment was never inflicted.

A BRAVE BOY.—A Watertown paper has the following account of the action of a brave and generous boy, whose name deserves to be honorably mentioned:

When the wind and storm were raging furiously, the startling cry was raised in the village of Cape Vincent that a man was afloat in the river in the utmost peril. The snow was driving so thickly that nothing could be seen on the river, but the cries of the apparently doomed man for help were distinctly heard. There was much agitation and confusion, but to launch out in the river to attempt a doubtful rescue was perilous.

But young Hinckley, hearing the cry for help, unobserved and undaunted, "pushed his light shell off from shore." Blinded by the driving snow, and tossed by the raging flood, which taxed his utmost skill to keep right side up, he followed the cry of the imperiled man, and soon found him afloat on a frail craft, without arms and helpless, on which he had ventured from shore to save some barrels, and, having lost his oars, was at the mercy of the current and waves.

With much effort and danger the imperiled stranger was transhipped to young Hinckley's craft, and was brought to shore and landed, amidst the vociferous applause of a large concourse of people. When asked how he dared to venture out in such a storm, he replied, "I could not bear to hear a man cry for help and not help him." Such daring benevolence everywhere deserves honorable mention.

THE HAPPY MEDIUM.—Gentleman between two ladies.

COUNTERPARTS IN ART.—It may not be known to all of our readers that in two at least of the historical paintings on the walls of the rotunda of the Capitol the portraits were painted from persons many of whom are now living. In "The Embarkation of the Pilgrims," by Professor Wier, Rose Standish is personated by Miss E. Ferguson, a maiden lady, now residing in Brooklyn, New York. Of the other portraits may be mentioned those of Mrs. Massfield, formerly Miss Bayard, of New York, and sister of Professor Wier's second wife; Ferguson Harris (the sick boy), a nephew of Professor Wier's first wife, now a minister of the Dutch Reformed Church, stationed either in New Jersey or on the Hudson; Mrs. Seymour (a little girl standing far back, holding somebody's hand), a daughter of Professor Wier, and wife of General Seymour, now stationed at Portland, Maine; Mrs. Casey, wife of Colonel Casey, now stationed in Washington, also a daughter of Professor Wier (she is the little girl kneeling); Addison Thomas, formerly Assistant Secretary of State, who figures as Miles Standish; Alley Gay, a young artist and a student of Professor Wier's; Miss Charlotte Newton, who married an architect in Boston, and is now dead; while the bride is represented by Mrs. Smith, the widow of General C. F. Smith, who was killed during the late war.—Washington Sunday Herald.

THAT'S HOW.—Keeping at a thing with a will is the great secret of success in life.

After a great snow-storm, a little fellow began to shovel a path through a large snow-bank before his grandmother's door. He had nothing but a small shovel to work with.

"How do you expect to get through that drift?" asked a man passing along.

"By keeping at it," said the boy cheerfully; "that's how."

That is the secret of mastering almost every difficulty under the sun. If a hard task is before you, stick to it. Do not keep thinking how large or how hard it is; but go at it, and then, little by little, it will grow smaller until it is done.

SIMILIA SIMILIBUS CURANTUR.

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4. Diarrhoea, of Children, or Infants.	25
5. Dysentery, Griping, Billious Colic.	25
6. Cholera-Morbus, Vomiting.	25
7. Coughs, Colds, Bronchitis.	25
8. Neuralgia, Toothache, Headache.	25
9. Headaches, Sick Headache, Vertigo.	25
10. Dyspepsia, Bilious Stomach.	25
11. Suppressed, or Painful Periods.	25
12. Flatulency, or Wind in the Bowels.	25
13. Croup, Cough, Difficult Breathing.	25
14. Salt Rheum, Erysipelas, Eruptions.	25
15. Rheumatism, Rheumatic Pains.	25
16. Fever and Ague, Chills, Fever, Ague.	25
17. Piles, blood or bleeding.	25
18. Ophthalmia, and Sore or Weak Eyes.	25
19. Catarrh, acute or chronic, of the Bladder.	25
20. Whooping-Cough, violent coughs.	25
21. Asthma, oppressed Breathing.	25
22. Ear Discharge, Impaired Hearing.	25
23. Scrofula, enlarged Glands, Boils.	25
24. General Debility, Physical Weakness.	25
25. Dropsy and scanty Secretions.	25
26. Skin-Disease, skin eruptions from riding.	25
27. Kidney-Disease, Gravel, Hematuria.	25
28. Nervous Debility, Seminal Discharges, involuntary Discharges.	25
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[From the Fall Mail Gazette.]

AMERICANISMS.*

The compiler of this curious volume, which, we observe from the preface, has reached a second edition, seems to have done his work conscientiously and from a genuine interest in the subject. It is not the first attempt that has been made to note down the peculiarities of what an American Secretary of State was pleased to call the American language; but Dr. Schele de Vere has not only made copious use of the works of his predecessors, but has added a large amount of fresh and interesting material. "Americanisms" are derived, it is scarcely needful to say, from a variety of sources—from the language of the red man, from European immigrants of all nations, from the "Heathen Chinee" and from the negro. It is curious, too, to note how the words and terms which have passed out of use in England, but are preserved in our olden literature, are employed in the common talk of the American people. "The largest part," says the writer, "of so-called Americanisms are nothing more than good old English words which, for one reason or another, have become obsolete or provincial in England, while they have retained their full power and citizenship in the United States;" and he adds that "by many an humble fireside in the low country of Virginia, the pines of New Jersey, or in the shadow of the mountains of New England, words are heard pronounced as they were in the days of Alfred, and with meanings unknown to England." Other words less antique and sanctioned by great English authors have forsaken this island to be employed in different parts of the American continent. Thus, "afore," which, as Lowell observes, was common till after Herrick, is still used instead of "before" in some parts of the New England States; and instead of ask, a word used by Chaucer, and now regarded by us as a gross vulgarism, "survives with astonishing vitality in Southern speech." *Barm*, instead of yeast, has the sanction of our Elizabethan poets, and the word is used to this day in New England. *Ben* instead of *been*, *big* for *great*, *bile* for *boil*, *human* for *human being*; *curious* for very well, *chimney* for chimney, *curious* for nice, *guess* in the sense used by Yankee, *to down* in the sense of to humble, *fall* for the season of autumn, the odious *female*, the gift of the gods, and a vast number of words and phrases familiar in the States, may be justified by references to our early English literature. Some of these old terms are well worthy of being retained in our common speech, but it must be added that the most genuine Americanisms are corruptions of the language which we do not desire to see transported into this country. Dr. Schele de Vere is surely incorrect in saying that the word *talented* "has made its way so successfully in England that it may be found now in her best and most fastidious writers;" and we hope that the American use of "to" as an expletive in such phrases as, "Would you like to?" I meant to ask him to, although authorized by Mrs. Stowe "in her great work, 'Uncle Tom,'" will not readily be admitted into our literature. The New York Herald may promise "to ventilate" the President, but we suspect that even the Daily Telegraph would shrink from ventilating Mr. Gladstone: we may doubt, too, whether the word "solemnizing" is used by our best pulpit orators; and if it be used by the verb "to enthuse" has found its way to England, it may be safely affirmed that no author or journalist of reputation will venture to adopt it. Among familiar Americanisms which are happily unknown at present in England are *drivable*, for *liable* to duty; *considerable*, used as an adverb or noun; *edibles* and *bibbles* for food and drink; *most* for *almost*; *notion*, which is used by Americans even in careful writing; *notion*, in the sense of inclination; *preach*, used as a substantive; *to transpire*, instead of happen; and *retire*, in the sense of retirement, or in the sense of a competency on which a man may retire. Some of the words, however, mentioned as Americanisms are as well known in this country as in the States. "Vest" for instance, is said to be almost universally used for the English waistcoat; but in England the words are used by tailors indiscriminately. At once again, for immediately, is not an Americanism, but may be heard any day in this country, and the writer is wrong in supposing that "bus" is used for omnibus by the educated classes. It may be true that *permit* when used "instead of leave to enter, or ticket of admission to any place of public amusement," is a term used exclusively in America, but in the sense of permission granted, the noun is frequently in use. In the International Exhibition the following horrible sentence is displayed again and again: "Exhibitors are requested not to touch their exhibits without a special written permit." The barbarous word "exhibits" is, we suspect, home-born. "Ride and tie," says the compiler, "is the curious phrase by which in Maryland and in the South the arrangement is designated according to which two travelers having but one horse between them will alternately ride and walk." Dr. De Vere is evidently ignorant that the phrase which he termed curious has been in use in this country for a century or more, and is in use still. Fielding mentions it in "Joseph Andrews" as the method in use in those days when, instead of a coach and six, a Member of Parliament's lady used to mount a pillion behind her husband, and

a grave sergeant-at-law condescended to amble to Westminster on an easy pad, with his clerk kicking his heels behind him. The great novelist even takes the trouble to explain the custom minutely. "The two travelers," he writes, "set out together, one on horseback, the other on foot; now, as it generally happens that he on horseback outgoes him on foot, the custom is that when he arrives at the distance agreed on he is to dismount, tie the horse to some gate, tree, post, or other thing, and then proceed on foot; when the other comes up to the horse, unties him, mounts and gallops on, till, having passed by his fellow-traveler, he likewise arrives at the place of tying."

Among the most prominent Americanisms may be noted the great swelling words by which the Yankee strives to give intensity to his expressions. He speaks in superlatives and heaps adjective upon adjective in order to add weight to his language. Or he entirely alters the original meaning of words, as when he speaks of a lady as belonging to the advanced *female persuasion*, or of a steamboat as able "to eat four hundred passengers and to sleep at least two hundred." Dr. De Vere denounces, and well he may, as utter abominations the new forms into which old words are turned by smart American writers, especially by journalists. Thus resurrection produces the verb *to resurrect*, and body-snatching is the *resurrectionizing* profession. "In like manner the burglar's occupation has been designated as *burglarizing*; when caught he is *custodized*. The news of his capture is promptly *itemized* by the penny-aliner." We agree with Dr. De Vere that the worst of these formations is the class of nouns made by the addition of the termination *ist*. Thus we have fruitist, vineyardist, landscapist, obstinist and walkist. The last term is to be met with daily—"A Wisconsin walkist has done one hundred miles within twenty-four hours, and his name is Simmons." After giving this illustration the writer adds:

"It is not to be wondered at that as soon as the door is once opened to such abominations by those who ought to be the guardians of the purity of the language, a whole host of similar terms should rush in and try to make a lodgment, for nothing thrives like weeds in language as well as in nature. Hence no sooner had men's ears become somewhat accustomed to hear a pedestrian called a *walkist*, than the man whose rifle brought down the largest amount of game became known as a famous *shootist*; Nilsson was praised in numerous journals as one of the greatest *singists* that had ever come to America, and the man of violence who had heretofore been denounced as a murderer now appeared before the charitable jury as a modest *stablist*, or at worst called a formidable *strikist*."

Dr. De Vere, we may add, attributes the vulgarities of American literature and the cant and slang which abound in the country to the pernicious influence of the low-toned party newspapers of the day.

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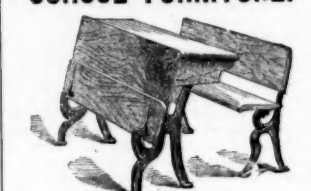
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